DOCUMENT RESUME

ED 388 083 FL 023 334

AUTHOR	Parsons, Adelaide, Ed.
TITLE	The EFL/ESL Job Search Handbook.
INSTITUTION	Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.
PUB DATE	Jan 95
NOTE	79p.
AVAILABLE FROM	Teachers of English to Speakers of Other Languages (TESOL), Inc., 1600 Cameron St., Suite 300, Alexandria, VA 22314 ($19.95; member, $16.95).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Planning; Employment Qualifications; *English (Second Language); Foreign Countries; Job Applicants; *Job Search Methods; *Job Skills; Labor Market; *Language Teachers; Occupational Information; *Professional Development; *Second Language Instruction; Teacher Qualifications

ABSTRACT

This handbook offers step-by-step advice to teachers of English as a Foreign Language (EFL) and English as a Second Language (ESL) for job searchers entering the job market and finding and accepting a job in the field. The goal is to find a job that matches the searcher's interests, skills, goals, and preparation with those of the employer. Topics include analysis of interests and skills, strategies for the job search, writing the resume and cover letter, the job interview, accepting the job, and suggestions for the first year on the job. Special discussions are included for those wishing to teach outside the United States and for Americans returning from overseas. Appendixes include an article on re-entering the U.S. job market by John Avery, description of desired characteristics of the ESL professional, and two brief papers on qualifications and opportunities for graduates. (Contains six references.) (NAV)

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ED 388 083

Included is a Step-by-Step Approach to the EFL/ESL Job Search

the EFL/ESL Job Search handbook

Analysis of Interests and Skills

Strategies for the Job Search

Writing the Resume and Cover Letter

The Job Interview

The Job Acceptance

Tips for the First Year on the Job

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Acknowledgments

TESOL and the editor gratefully acknowledge the contributions and support of the following people in developing these materials: Lise Winer, Southern Illinois University-Carbondale; the Career Planning and Placement Office, University of Michigan; Palmer Acheson, Concordia University; Lynn McNamara, Arizona State University; Kim Brown, Portland State University; John Avery, Green River Community College, Auburn, Washington; Loretta Schneider, the Career Planning and Placement Office; and Carl Pracht, Kent Library, Southeast Missouri State University.

January 1995

Introduction

A primary concern of Teachers of English to Speakers of Other Languages (TESOL) has been the employment conditions of its members. Through the work of its Professional Standards Committee and staff at the Central Office, TESOL has developed services to help those seeking employment in the U.S. and around the world.

The TESOL Placement Service provides a resume search for employers and a bimonthly *Placement Bulletin* that lists jobs in the U.S. and around the world. The Service also sponsors an Employment Clearinghouse at each annual TESOL convention.

At the 1991 Annual TESOL Convention in New York City, TESOL extended employment services at the Employment Clearinghouse to include job counseling by seasoned TESOL professionals. At TESOL '92 in Vancouver, BC, a workshop on the job search process was added. *The ESL/EFL Job Search* manual is based on a survey of job counselors and workshop participants at the 1991 and 1992 conventions.

The manual and the accompanying workshop are based on a similar philosophy: Rather than simply trying to find a job, successful job searchers look for a position that matches their interests, skills, goals, and preparation with those of the employer. This philosophy, based upon that of Richard Bolles, author of *What Color Is Your Parachute?*, emphasizes that people can find jobs where they will be happy and develop as professionals.

Following Bolles' philosophy, this manual offers a step-by-step approach to the job search, beginning with an analysis of skills and interests, and moving on to strategies for the search, resume and cover letter writing, the interview and follow-up, the acceptance, and the first year on the job. The approach may be different from what the job searcher has previously experienced; however, it is an approach that TESOL colleagues have found helps them avoid some of the unpleasant experiences that sometimes arise in the search for a job.

The First Step: Analysis of Interests and Skills

The first step in a successful job search is to examine your interests, skills, goals, and life experiences. The following two activities will help you identify what you value in a job and what you enjoy in a work environment.

The first one is most useful if done with another person. Each person serves as a listener for the other, asking questions, summarizing thoughts, and pointing out helpful information. With this information, you should be able to better identify a suitable job.

In the first exercise, the events you describe may not relate directly to your TESOL training or experience. However, they may trigger thoughts about TESOL-related jobs other than teaching, such as being a publisher's representative, intercultural counselor, journal editor, materials writer, or administrator. Remember, there are no right or wrong answers to these two exercises.

Exercise 1: Skill Identification

Choose an event that you feel is important and represents a sense of some personal accomplishment, regardless of whether or not it was formally recognized. What did you do? What happened?

Experience:

After you have discussed the experience with someone or written it down, identify the qualities you possessed that enabled you to accomplish this particular task. What abilities or skills did you need to do it?

Abilities/Skills:

Exercise 2: Story of Personal Success

Divide your life into chapters. Create a title for each chapter. For example, you might have one chapter titled "High School" and one titled "College." List several successes (work, personal, or academic) in each chapter. Then refer to the "Personal Inventory Reference Sheet" that follows. Use the listed skills, values, and environments to fill in the right-hand columns of the exercise.

My Success Pattern	*Skills*	*Values*	*Environment*
Chapter I Title: _____ 1. 2. 3.			
Chapter II Title: _____ 1. 2. 3.			
Chapter III Title: _____ 1. 2. 3.			

Current Composite: Write a summary of your current skills and values. What are you most comfortable or best at now?

Exercise 3: Personal Inventory Reference Sheet

Skills

organizing of:
- people
- things
- ideas

coordinating
administering
implementing
supervising
motivating
problem solving
researching
creating/initiating
planning
adapting
teaching

communicating:
- listening
- speaking
- writing
- persuading
- negotiating
- storytelling
- counseling
- intercultural communicating

buying
selling
editing
drafting
typing
computing
constructing
reading
athletic
- running
- lifting
- swimming
- jumping

Values

achievement
authority
altruism
creativity
competition
emotional well-being
health
honesty
knowledge
loyalty
personal growth skills
status
stability
variety
wealth-financial security

Environments

indoors
in your home
rural
outdoors
outside of your home/country
urban

in home country
outside home country

regular schedule
flexible schedule

daytime
nighttime

working alone
working as a team member
fast pace
average pace
slow pace

working without interruptions
working with interruptions

quiet atmosphere
noisy atmosphere

formal
informal
freewheeling
environment
constantly changing environment
stable environment

working independently
supervised

non-decision making
decision making

creative
routine (noncreative)

pressured
unpressured
precision/detail oriented
fluid/nondetail oriented
direct people service
indirect service

working with younger people
working with older people
working with a variety of age groups

The Second Step: Strategies for the Job Search

Conducting the job search is like writing a research paper; the more work you do in the initial stage in terms of researching possibilities, the more successful you will be in finding the job that meets your personal needs.

It is estimated that approximately 75% of all jobs filled each year are not advertised, so it is important to carefully consider what type of position you want and where you can find it. Generating a single resume and mailing hundreds of copies of it to prospective employers may set you up for failure and disappointment.

Researching possibilities and applying only for those positions that match your training, interests, goals, and values leads to success. This approach takes more time initially but less time overall because you identify and pursue possible positions rather than choose them at random. On the following pages are some strategies to follow.

Form a Support Group

Identify two, three, or more people who are also looking for a job. You can help each other discuss job strategies, identify your skills, review resumes, and role play interviews. You can provide moral support to each other by sharing obstacles and talking about how to overcome them. You can also take phone messages and check mail for each other if one member of the group has to be out of town. Most important, you can share job information with each other if you see or hear of a job suited to the needs of a member of the group.

The members of your group don't have to be TESOLers. Many communities offer classes or opportunities for informal gatherings of job searchers through continuing education programs.

Determine Location

Consider where you wish to work geographically. Do you want to work inside or outside the U.S.? If inside, what state, rural, or urban area? If outside, what continent or country? (Some tips for finding jobs in these various locations are given later.)

For positions teaching English, look at countries where there is a new interest in the English language, such as in Central and Eastern Europe. In the U.S., consider supply and demand as you look. Areas where new immigrants are locating usually have more need. However, jobs are often more difficult to find in areas that have a lot of teacher-training programs due to the higher numbers of trained professionals.

When conducting the search during shaky economic times, it is wise to look at countries, states, provinces, and cities that have diversified economies and are not tied to a specific one. They are usually more stable. Print media, such as *Kiplinger Magazine*, contain tips on the job market and the economy. Also watch areas of business and industry that are growing or holding their own.

Determine Professional Interest

Your area of TESOL interest is important in looking for a job. Think about whether you want to work with adults or children. If you want to work with adults, will you focus on higher education, adult education, or refugee education?

Within that level, are you interested in teaching or some other facet such as administration, curriculum, and materials development?

Determine Kind of Organization

Think about what type of organization (private, nonprofit, federal, etc.) you are interested in. Identify names of institutions or schools where you would like to work. Determine what divisions might have positions to suit your abilities and find out who has the power to hire. Plan an informational interview with this person (see p. 19.)

Identify Resources

To begin to identify your resources, contact the career planning and placement office at your alma mater or local university. This office generally has directories that list employment representatives in a variety of organizations. There will also be information about positions at the local, state, and federal levels. If you are interested in working at the public school level, you should also be able to get information about state education agencies at the placement office. The section on state certification requirements in TESOL's *Directory of Professional Preparation Programs in TESOL in the United States* includes names, addresses, and phone numbers of state education agencies. Contact TESOL at the address below for a copy.

Many times, a university division will also have information. The campus international education office, department of English, or even the college of business may have employment listings available.

Consult Professional Associations

Professional associations play a key role in the TESOL job search. TESOL's Placement Services publishes a list of jobs in its bimonthly *Placement Bulletin*. TESOL members pay an annual fee of $20. In addition to receiving the bulletin, they can have a resume put on file at TESOL Central Office. Employers can ask for a resume search to fill a specific position.

TESOL offers other resources, such as the *Making a Career Choice* packet, which includes a wealth of information especially about teaching and finding a job outside the U.S., and *Teaching EFL Outside the U.S.*, which gives information and employment conditions in various countries around the world. These can be obtained by writing the TESOL Central Office, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 or phoning 703-836-0774.

The National Association of Foreign Student Affairs: Association of International Educators (NAFSA) also has a listing of employment opportunities, many of which are in administration and counseling of international students. For information, write NAFSA at 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728 or phone 202-462-4811.

Local and regional professional organizations may also have job listings. Some TESOL affiliates, such as the Japan Association of Language Teachers (JALT), include job listings in their newsletters. Others (including JALT and California TESOL) offer job interviews at their annual conventions. Some, such as Washington Area TESOL, have ongoing job banks. For a list of TESOL affiliates, contact the TESOL Central Office at the address above.

Perhaps most important, your professional association can help you build a human resource network of contacts and referrals who will let you know of openings that match your profile.

Consult Professional and Trade Journals and Other Resources

The *Chronicle of Higher Education*, available at most university libraries, has a large employment section. Look under English as a second language, English, linguistics, foreign languages, international studies, or international colleges and universities.

Another useful resource for those looking for employment in the U.S. is published by the Institute of International Education (IIE). *English Language and Orientation Programs in the U.S.* (ELOPUS) describes over 1,000 English as a second language offerings in U.S. accredited higher educational institutions, U.S. private secondary schools, and U.S. language schools. Write IIE, 809 United Nations Plaza, New York, NY, 10017-3580.

Although its main focus is K-12 employment in American schools outside the U.S., the *International Educator*, published by the Overseas Schools Assistance Corporation (OAS), also includes many ESL positions. You can order the newspaper from OAS at PO Box 103, West Bridgewater, MA 02379.

Use Community Resources

For the geographic region you have chosen, look at local newspapers, especially the Sunday edition. In the U.S., the Chamber of Commerce in most areas lists companies with overseas branches that may be hiring in intercultural communication, including TESOL. Also, check the phone book, state employment security commission office, employment agencies, and local civil service.

Make Convention Contacts

The TESOL Employment Clearinghouse held at each annual TESOL Convention lists jobs, accepts resumes, offers a job counseling service, and provides an opportunity for employers to interview job seekers. Over 75 employers usually interview for jobs around the world. For information on the next TESOL Convention, contact the TESOL Central Office.

When you attend the Clearinghouse, you will see many jobs listed. If you are chosen to be interviewed, try to do more than just interview for the advertised job. If there is time, try to get information from the interviewer about other possibilities for employment with the organization. The interviewer might also be able to provide you with other contacts not present at the Convention.

Although you may go just to search for a job, take advantage of this huge gathering of professionals in other ways. Allow time to attend sessions and relax in areas where potential employers may be. Also, when you mix with

people in sessions or at receptions, always let them know you are in the market for a job and hand out your business card. You never know who will have information about a job that might suit you.

Conduct Informational Interviews

You can conduct informational interviews for a variety of reasons. If you don't yet know much about the TESOL profession and are not yet ready to look for a job, you can still benefit from the information you can gather. If you know of existing ESL or EFL programs, you can interview current TESOLers for general information and/or to find out about employment opportunities and required training.

If you have training and are ready to enter the job market, you can use informational interviews to find out where the jobs are. Once you have identified organizations you might like to work for, informational interviews can help you identify the types of positions available. In addition to teaching positions, you should be able to find out if there are opportunities for curriculum development, materials writing, teacher supervision, or training and support for professional development of employees.

The following exercise will help you to identify the people that you want to interview.

Exercise 4: The Funnel

The funnel is a tool to help you develop and identify contacts, target your resume, and select people to interview for information.

Answer the questions on the left to fill in the spaces in the funnel. Make use of the resources identified on pp. 16–18 to help you complete the levels. When you come to the bottom of the funnel, you should be able to identify the people you want to interview for information. (You may want to make several copies of this page to use as you identify possible employers.)

1. Where? (part of world, country, city, state, urban, rural)

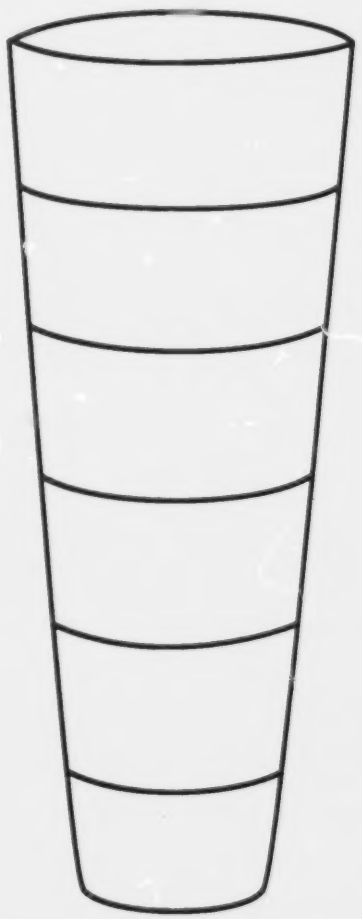
2. What areas of professional interest? (teaching, curriculum, administration)

3. What kind of organization? (private, public, higher ed., business)

4. Name of organization.

5. What division of organization?

6. Who has power to hire? (department or division head, director)



Because the purpose of the interview is to gather information, you need to go about it in the most effective way so that you leave the interview with useful information.

Call and make an appointment

If you know the person you want to interview, call first to make an appointment. Most everyone has a busy schedule, and teachers and administrators are especially tied to strict schedules and will appreciate your not just "dropping in" to chat. If you have identified an organization but don't yet know the name of the person you need to speak to, tell the receptionist why you are calling. He/she can usually identify a person you can call for an appointment.

Write down the following information and take it with you to the interview

- Person to be interviewed
- Title or position
- Organization
- Address
- Phone number
- Date and time of interview

Determine the questions you want to ask and write them down

You don't have to take these with you (although this is acceptable and may be beneficial), but writing questions out in advance will help you to organize your thoughts. You will be more confident and get the most out of your interview. The questions you ask will depend on the purpose of your interview. Here are a few suggestions.

- What do you do in an average day? What is the range of your duties and responsibilities?
- What does a teacher do in an average day? What is the range of responsibilities?

- How does your work fit into the organization or school as a whole?
- With whom do you work closely?
- How did you get into this field and obtain your present position?
- What experience and training do you have?
- What are the opportunities for advancement here?
- What advice do you have for someone interested in TESOL, your organization/school?
- What other occupations are closely related to your work?
- What opportunity is there for professional development in TESOL with the organization/school?
- What special projects or curriculum has your school program or organization undertaken in meeting its goals?
- What is your organization/school doing about (a particular issue)?
- What are the current issues facing your organization/school?
- In what ways is your program/job affected?
- What other organizations/school do you and your colleagues work closely with?
- What professional associations do you belong to?

Be flexible and personalize each interview

Each interview is a unique experience. You may want to ask different questions depending on what you know about the organization/school or the person you interview.

Try not to leave an informational interview without at least one additional contact.

This may be someone else in the organization, in another institution, at a conference, in another country, etc. Take 3 x 5 cards or paper with you to the interview so you can write down the name, address, and phone number of the contact.

Evaluate the interview

Keep a notebook to evaluate and compare your interviews. As soon as possible after you leave the interview, write answers to the following questions. Your immediate responses will be most valuable as you plan your next interview.

- What did you learn from the interview about the TESOL profession?
- What were your impressions of the organization/school?
- How would working for the organization/school suit your interests, skills, values, and goals?
- How did this interview help you to clarify your own career/job objective? If it did not, why not?
- What "new" information did you get from the interview?

Tips for TESOLers Planning to Teach Outside the U.S.

Searching for any type of job outside your geographic area is difficult, but looking for a job in another country can be especially challenging. Why?

For starters, the distance of the search often makes it quite difficult to assess the teaching situation as well as you might wish. You will have to rely on written information or personal experiences of other TESOLers. Next, cultural differences exist in interviewing style, presentation of information, and the qualities and characteristics that employers are looking for. Finally, it is unusual to have an onsite interview unless you are willing to assume the expense of the travel. The following tips may make the task easier.

Use Friends and Colleagues

Contacts (friends or colleagues who may have settled in the desired country) who are willing to assist you may be the best way to find a position. They can identify programs that treat their personnel equitably, provide adequate

salaries, facilities, and materials, offer professional development and other needed fringe benefits (insurance, housing, etc.), and assist in the relocation of their personnel, including orientation programs.

Use Established Programs

An established organization (such as the JET program in Japan) or a recognized school chain such as ELS can help. Lists of such resources are included in the TESOL publication *Making a Career Choice*.

Travel to the Desired Country

Some TESOL professionals travel to other countries to search for jobs. If you choose to do this, find out before you go what the requirements are for a work permit in the country you have chosen. A list of embassies to contact is included in *Making a Career Choice*.

Get Information About Work Permits

Work permit requirements are very strict in some countries. Once you have a job, you may have to leave the country and reenter with the appropriate papers. Be sure to take enough money with you to cover extra expenses that may arise. If you are offered a job, be sure that the employer will handle the appropriate paperwork for you and that you are legally hired to work.

Use Professional Resources

Members of TESOL's English as a Foreign Language Interest Section (EFL IS) who live outside the U.S. conduct workshops and discussion sessions that focus on work in many parts of the world. This information can also be found in the TESOL publication *Teaching English as a Foreign Language Outside the U.S.*, available from the TESOL Central Office.

The TESOL *Placement Bulletin* always lists positions outside the U.S., and the *Making a Career Choice* packet includes job placement resources and a list of more than 1,000 English language schools around the world.

Many American schools (K-12) overseas also offer ESL/EFL positions. Two publications that list positions in these schools are *International Educator*, PO Box 513, Cummaquid, MA 02637, Tel. 508-362-1414 and *The Times Educational Supplement*, Times Newspapers Limited, Priory House, St. John's Lane, London ECIM 4BX, England.

Take Advantage of Placement Agencies and Recruiting Fairs for American Schools Overseas

Search Associates
PO Box 100
Mountaintop, PA 18707
Tel. 717-474-0370

European Council of International Schools
21B Lavant Street
Petersfield, Hampshire, BU32EL
England
Tel. +44-730-68244

International Educators Cooperative
212 Alcott Road
East Falmouth, MA 02536
Tel. 508-540-8173

International Schools Services
PO Box 5910
Princeton, NJ 08543
Tel. 609-452-0990

Association of American Schools in South America
6972 NW 50th Street
Miami, FL 33166
Tel. 305-594-3936

The Ohio State University
Educational Career Services
110 Arps Hall
1945 North High Street
Columbus, OH 43210-1172
Tel. 614-292-2741

University of Northern Iowa
Overseas Placement Service for Educators
University of Northern Iowa
Cedar Falls, IA, 50614-0390
Tel. 319-273-2083

Take Advantage of the TESOL Convention

Representatives from a wide variety of programs and organizations, both inside and outside the U.S., interview at the Employment Clearinghouse (EC) at each TESOL Convention. Ask around discreetly for information concerning employment in the various countries represented. Attend the sessions of the EFL Interest Section and get a copy of the book mentioned above.

If you are interviewed at the EC, remember that the interviewing styles and questions asked will vary from culture to culture. Unlike in the U.S., it is appropriate for questions of age, marital status, race, and family relationships to be asked in many countries. Respond in a positive manner, providing the information with which you are comfortable. Consider whether or not you would be comfortable working in an environment that permits these questions.

In some cultures, it is common to have a male and a female present at the interview. Their presence is to provide two perspectives of you and your skills. After an interview, assess your reaction to the interview situation. It is important in helping you determine whether you want the job if it is offered.

**Additional suggestions for finding employment outside the U.S. can be found in the *ERIC Digest* located in the appendices.

Tips for Americans Who Have Been Outside the U.S. and Want to Return

TESOLers who have been teaching outside the U.S. and now want to return have special needs.

Identify Your Level of Interest

Opportunities for teaching ESL, EFL, and ESOL exist at many levels in the U.S. Before you begin your search, you need to decide whether you are interested in teaching in elementary, secondary, adult, or postsecondary education. Your possibilities will depend on your previous training and experience and also on the requirements for teaching in each state.

Identify the Area of the Country

By narrowing the area (e,g., northeast, south) you can concentrate your search on communities, programs, and positions that interest you and for which you have the training. The [redacted]LOPUS book, mentioned on p. 18, lists by state the programs in the U.S. that offer English language instruction. It is invaluable in searching for positions in intensive English language programs (both private and in institutions of higher education) and in secondary programs.

If you are interested in K-12 ESOL or bilingual education programs, you can contact the state education agency in the state you are interested in. A list of

these agencies and requirements for teaching are included in the *Directory of Professional Preparation Programs in TESOL in the United States.*

Contact Potential Employers

After you have identified potential employers, write for information. Be sure to ask for a description of the program, an application for employment, and information about the community. After you have received the information and looked it over, contact the school to identify a person to write to. Try to get more information about the program and the teaching situation. It is possible to conduct an informational interview through the mails!

Send Your Application and Resume

If you are interested in pursuing employment with the school, think about how you can best present yourself. Remember, you have marketable skills other than teaching (intercultural counseling, for example), especially if you have had overseas experience. Once you have identified your skills and the needs of the school as you perceive them, send a resume and application of interest—even if there appears to be no position currently being announced. Dividends often come later at unexpected moments.

Make Yourself Known

The most difficult challenge for you will be the interview. Programs usually want an onsite interview, and they generally will not pay for your travel to a an interview. If you can, plan to attend a TESOL convention, especially if you know that representatives of the school will be present. Perhaps you have some home leave planned in the near future. Try to meet representatives from the school you are interested in even if there is no current position.

Prepare Yourself Professionally

It is more difficult to find positions in the U.S. if you are untrained. Elementary and secondary school teachers are usually required to have certification, licensure, or endorsement of some sort. The requirements vary from state to state.

Requirements for teaching in adult and refugee programs also vary. In some states, the requirements are similar to those of secondary teachers. In others, teachers with bachelor's degrees and some experience are accepted. A master's degree is a minimum requirement to teach in most community colleges and universities.

The RSA certificate, well-known as a basic requirement for many positions outside the U.S., is not yet widely recognized in the U.S. It may help you get a job in a private language school, especially with your experience teaching outside the U.S. A list of schools in the U.S. that offer short-term training, similar to RSA certificate training, is available from TESOL Central Office.

As the field of TESOL becomes more and more popular, jobs are becoming more and more competitive. The more prepared you are, the more chances you will have to find a good position. The TESOL *Directory of Professional Preparation Programs in TESOL in the United States* lists more than 180 institutions that offer TESOL programs, including certificates, BAs, MAs, and PhDs.

The Third Step: Writing The Resume and Cover Letter

Based on the self-assessment in Steps 1 and 2 and the results of your informational interviews, you are now ready to prepare your resume. Each resume you write should speak to the needs of a particular position you have identified. This approach to resume writing is different from what you may have experienced in the past.

Many people write one resume, print it in multiple copies, and distribute it widely. If the resume is general enough, it will fit most situations; however, it may not catch the attention of an employer. In addition, after your informational interview, a potential employer may expect a resume that emphasizes the background and skills the institution is looking for. The resume tailored to the position will receive a more positive response.

There are numerous ways to write a resume. You must decide what approach best presents you. Items in the resume should be tailored to your uniqueness and should reflect your strongest qualifications for the job you are looking for.

Have a Purpose in Mind

Your resume should demonstrate your eligibility for a particular job related to TESOL and should help you get a screening interview. The resume is your opportunity to present your qualifications to the employer to show that you are the best qualified candidate for the job and can satisfy the employer's needs. As potential employers read your resume, they will try to evaluate your skills, knowledge, and abilities, so include all your relevant achievements and experiences. Be careful not to overstate or understate your qualifications. This way there is no chance that the employer will misinterpret or fail to see your suitability for the job.

Prepare Before You Write

Learn as much as you can about the prospective employer and the job you are applying for. If you have conducted an informational interview, this should be easier. If you aren't applying for a specific job, be able to indicate the type of job you are looking for.

Look at your qualifications and identify the skills you will need on the particular job. Rank your qualifications.

Identify a focus

If you are applying for a specific job with a specific institution, you can focus your resume on that job and institution. Otherwise, your resume will have a more general focus. If you are interested in two different areas, say ESOL administration and teaching, and are applying for two different jobs, you may have to develop two resumes with a different focus. Be sure to properly identify your skills for both positions, even if it means more work for you.

Decide what to include

Because you want to get invited to an interview, your resume should give information that is directly related to the employer's selection criteria. You will want to include only your relevant qualifications and omit irrelevant minutiae. The following items should be included in sections of your resume:

Your identification

Full name.

Address (temporary and permanent if you have more than one; if you plan to move, specify dates and when you will be at each address).

Telephone number, including area code. (Include your work number if you do not mind being called at work. Again, if you plan to move, leave forwarding numbers.)

These identifying items should go at the beginning of the resume. Omit information such as height, weight, age, sex, race, religion, national origin, ancestry, and place of birth unless such information is relevant to the selection criteria. If you decide to include it, put it at the end of the resume. In some instances in the U. S., such questions are considered sensitive and potentially prejudicial. Resumes that include such information may be excluded from the applicant pool because the employer fears being considered prejudicial in making the final choice.

Your career objective

Some people think the career objective should be included in the cover letter rather than in the resume. This may be more appropriate if you use your resume to apply for a variety of positions. If, however, if you have a clear objective that applies to many positions you might apply for, it may be appropriate in the resume. Some people strongly recommend putting the objective on the resume because cover letters often become separated from the resume. A job objective usually includes:

- Job function desired: ESOL teacher, administrator, materials developer
- Type of institution: public school, postsecondary institution; small, medium, large; public or private; business, government, social services
- The statement of your objective should reflect your present goals, rather than long-range plans and life goals.

Adjusting, your career objectives to each job application and focusing on the position announcement or result of your informative interview gives your resume a personal touch.

Your education

If you are a recent graduate, education may be your strongest selling point. Give the name of college(s) attended, dates, major, and minor (if relevant), and the degree(s) you received. Include a strong grade point average. Employers will want to know what you studied, what skills you developed, and how these skills apply to the job in question. Elaborate on your major courses, including any special assignments, term papers, and research projects you completed, especially as they relate to the job. Be careful not to misrepresent what you have done. For example, if you assisted in a research project rather than directed the project, make your contribution clear.

Your work experience

Employers will want to know what your previous responsibilities, duties, and achievements were, what you did to carry out your responsibilities, and how your experiences apply to the position. Be sure to include all relevant part-time as well as full-time positions. Emphasize any growing responsibility and make special note of a promotion or special recognition you received for work done. Also, indicate any supervisory positions. If you have had many jobs, emphasize those most relevant to the position you are applying for

Extracurricular and/or professional activities

These activities can show your leadership, sociability, and energy level and may be especially important if you have had little work experience. Include all those activities that support your job objective. For a TESOL position, be sure to include any relevant intercultural experience, such as volunteer tutoring with nonnative speakers of English or membership in a foreign language club. If you worked your way through school and that has limited your

extracurricular activities, point this out and include the number of hours you worked and the percentage of your school expenses you paid yourself.

Other pertinent information

- Foreign language ability (specify fluency and skill level)
- Awards and achievements
- Presentations at conferences
- Publications
- Professional membership (TESOL, NABE, NAFSA, local TESOL affiliate)
- Pertinent travel experiences
- Personal background and pertinent attributes

References

Resumes often end with a statement that "references are available upon request" or through your career planning and placement office. Do not include names and addresses or references in the resume unless the employer requests them. Then list several with current phone numbers. Ask references for permission before including their names and alert them to any job you are applying for so they can highlight your specific qualifications.

Choose the Type of Resume

There are three basic types, each with a different focus. Examples of each follow this discussion.

The chronological resume

This most frequent type is especially useful if your previous work and educational experience are related to the job you are applying for or if you have gone through school with little work experience. List your education and work experience organized from most recent and going backward in time.

The main advantage to this type of resume is that it is familiar to the employer. The major disadvantage is that it highlights any "holes" in your past, times when you didn't work or weren't in school. It may also highlight experiences not directly related to the ESOL position you are applying for.

The functional resume

This type stresses the functions you performed in previous positions. Organize work by function, such as "designed program or curriculum" or "administered program," with each function described briefly. Emphasize your performance in the position rather than the time span, but also briefly list your work history.

The advantage of the functional resume is that it focuses on past performance of duties and how it relates to the position applied for. It is useful for the person with a spotty work history. The disadvantage is that, as a less traditional format, it may not be as familiar to employees as the chronological resume.

The analytical resume

This type stresses skills and abilities. Choose four or five of your strongest skills (related to the job you are applying for, of course). After each one, describe how your skills were used in the past. Include a brief section that lists your previous employment.

The advantage of the analytical resume is that because it highlights skills and performance, it can help you move into a position (perhaps a higher position) that you may not have had before.

Make Your Resume Attractive

A resume should look distinctive, neat, and professional and be in good taste without gimmicks that distract from the content. Do not include your picture or put *Resume* at the top. Let your name be the title.

Type should be simple and easy to read. Use a typewriter or computer with a good ribbon. A laser printer is preferable. Reproduce your resume on good-quality bond paper. White paper is usually the best choice, but if you choose

colored paper, keep the color soft. Consider using a professional typist or person with desktop publishing capabilities if you can afford to.

Space sections well and leave at least 1" margins all around the paper. Use two pages if necessary to avoid overcrowding. Try not to go beyond two pages. If you have extensive publications or research projects to list, try to put these on a separate sheet. If you use more than one page, beware of using one third of the second page. It tends to look like an afterthought. Space both pages out so that the second page has more than just a few lines on it.

Take advantage of spacing, capitalization, and organizational techniques to help attract the reader's attention to the important sections. Put the most important items first in each section to highlight them for the reader. Use organization to build on your strengths and accomplishments. Keep your language positive and upbeat. Use active rather than passive verbs and include powerful descriptive words (refer to the following list). Be concise in describing work or activities directly related to the job you want.

Exercise 4: Key Words for Resume Preparation

Action Words

accelerated
achieved
adapted
adjusted
administered
analyzed
applied
approved
attained
chaired
communicated
compared
completed
conceived
conducted
controlled
coordinated
counseled
created
dealt with
defined
delegated
demonstrated
developed
directed
effected
eliminated
encouraged
enlisted
established
estimated
evaluated
reevaluated
expanded
expedited
forecasted
founded
generated
guided
implemented
improved
increased
influenced
inspected
instructed
interpreted
launched
lectured
maintained
managed
molded
motivated
negotiated
renegotiated
organized
originated
participated
perceived
performed
persuaded
pinpointed
planned
produced
programmed
promoted
proposed
proved
provided
recommended
reconciled
reinforced
reorganized
reported
researched
responsible for
revamped
reviewed
revised
scheduled
selected
set up
solved
stimulated
streamlined
structured
succeeded
summarized
supervised
supported
taught
trained
updated
wrote

Self-Descriptive Words

active
adaptable
alert
ambitious
analytical
assertive
attentive
broad-minded
conscientious
consistent
constructive
creative
dependable
determined
diplomatic
disciplined
discreet
economical
efficient
energetic
enterprising
enthusiastic
extroverted
fair
forceful
imaginative
independent
logical
mature
methodical
objective
optimistic
perceptive
personable
pleasant
positive
productive
proficient
realistic
reliable
resourceful
self-reliant
sense of humor
sincere
sophisticated
systematic
talented
willing to relocate
willing to travel

Sample Chronological Resume

Adelaide Heyde Parsons

Permanent Address

1217 Rockwood
Cape Girardeau, MO 63701
Home Phone: 314-651-2000

Current Address

English Department
1 University Plaza
Southeast Missouri State University
Cape Girardeau, MO 63701
Work Phone: 314-651-2551

Career Objective: A position teaching English to Speakers of Other Languages overseas, preferably in Japan, Korea, or the People's Republic of China at the university level.

Educational Experience:

1969-1971 Master of Arts in Teaching English to Speakers of Other Languages, University of Michigan, Ann Arbor, MI 48109

Courses included: Theories of Language Learning, Methods and Techniques of TESOL, Materials and Assessment, Sociolinguistics, Introduction to Linguistics, Syntax, Phonology, Semantics.

1965-1969 BS in Secondary Education, Northwestern University, Evanston, IL 60201, French major, math minor

Work Experience:

1984-present Southeast Missouri State University, Cape Girardeau, MO
Teaching ESOL credit courses in language skills (integrated reading, writing, and listening), composition, and speech; Coordinated the ESOL credit courses

continued on next page

1979-1984	Ohio Program of Intensive English, Ohio University, Athens, OH 45701
	Taught six levels of a large intensive English program, all skills (reading, writing, conversation, listening) and grammar
1971-1979	Lower Brule High School, Lower Brule, South Dakota Taught math, French, and adult basic education
Summer, 1971	Instituto des Estudios Superiors Santo Domingo, Dominican Republic Directed an English language program, taught ESOL classes to children and adults

Languages:

French, reading excellent, speaking and listening good, and writing fair
Spanish, reading excellent, speaking and listening fair
Navajo and Sioux, minimal

Travel Abroad:

1970	Ireland, The Experiment in International Living
1967-1968	Sorbonne, Paris, Junior Year Abroad

Presentations:

1989	*Writing across the Curriculum and the ESOL Student*, TESOL, San Francisco
1987	*The Conversation Line and a Communicative Grammar Class*, Mid-America TESOL, Iowa City

Publications:

1990	Faculty Rights and Responsibilities *TESOL Matters*, *1* (1), pp. 2-3

Professional Organizations:

Teachers of English to Speakers of Other Languages, Inc.
Mid-America Teachers of English to Speakers of Other Languages

References Available on Request

Sample Functional Resume

Adelaide Heyde Parsons

Permanent Address

1217 Rockwood
Cape Girardeau, MO 63701
Home Phone: 314-651-2000

Current Address

English Department
1 University Plaza
Southeast Missouri State University
Cape Girardeau, MO 63701
Work Phone: 314-651-2551

Work History

ESOL Coordinator

- Coordinated curriculum for four-credit courses across three colleges and three departments at a medium-sized university
- Planned teaching schedules for approximately four sections of each course each term
- Supervised approximately four faculty and three graduate assistants each term
- Wrote curriculum for three new courses in composition, speech, and integrated skills
- Developed forms of assessment for integrated skills course, including the uses of videotaped lectures of faculty

ESOL Teacher

- Delivered instruction to students with no knowledge of English as well as those with a 525 TOEFL
- With colleagues, completely revised the curriculum, clearly articulated goals in four skills and six levels, selected materials and assessment measures

ESOL Director

- Directed an intensive English program in another culture. Placed

continued on next page

students, selected teachers, developed a program for children and adults who were college bound

Employment

Southeast Missouri State University, Cape Girardeau, MO, 1984-present
Ohio Program of Intensive English, Ohio University, Athens, OH, 45701, 1979-1989
Lower Brule High School, Lower Brule, SD, 1971-1979
Instituto des Estudios Superiores, Santo Domingo, Dominican Republic, Summer 1971

Educational Experience:

1969-1971 Master of Arts in Teaching English to Speakers of Other Languages, University of Michigan, Ann Arbor, MI 48109
Courses included: Theories of Language Learning, Methods and Techniques of TESOL, Materials and Assessment, Sociolinguistics, Introduction to Linguistics, Syntax, Phonology, Semantics.

1965-1969 BS in Secondary Education, Northwestern University, Evanston, IL 60201, French major, math minor

Languages

French, reading excellent, speaking and listening good, and writing fair
Spanish, reading excellent, speaking and listening fair
Navajo and Sioux, minimal

Travel Abroad

1970 Ireland, The Experiment in International Living
1967-1968 Sorbonne, Paris, Junior Year Abroad

Presentations

Writing across the Curriculum and the ESOL Student, TESOL, San Francisco, 1989
The Conversation Line and a Communicative Grammar Class, Mid-America TESOL, Iowa City, 1987

Publications

Faculty Rights and Responsibilities, *TESOL Matters*, *1* (1) pp. 2-3, 1990

Professional Organizations

Teachers of English to Speakers of Other Languages, Inc.
Mid-America Teachers of English to Speakers of Other Languages

References Available on Request

Sample Analytical Resume

Adelaide Heyde Parsons

Permanent Address

1217 Rockwood
Cape Girardeau, MO 63701
Home Phone: 314-651-2000

Current Address

English Department
1 University Plaza
Southeast Missouri State University
Cape Girardeau, MO 63701
Work Phone: 314-651-2551

Skills ***Organizational***

- Prepared teaching schedules
- Coordinated course offerings across three colleges and three departments
- Delivered newly developed curriculum, including an intensive English program and intermediate courses
- Developed and delivered in-service workshops

Curriculum Development

- Developed curriculum for six levels and four skills
- Initiated an intensive English program and an intermediate credit program to precede the credit course in place

Interpersonal/Intercultural

- Worked with adults, children, and adolescents across all cultures, especially Japanese, Korean, and Chinese
- Led community programs on intercultural communication
- Trained faculty in writing across the curriculum projects for international students, highlighting their special writing needs

Employers

Southeast Missouri State University, Cape Girardeau, MO, 1984-present

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Southeast Missouri State University, Cape Girardeau, MO, 1984-present
Ohio Program of Intensive English, Ohio University, Athens, OH, 1979-84
Lower Brule High School, Lower Brule, SD, 1971-1979
Instituto des Estudios Superiores, Santo Domingo, Dominican Republic, Summer, 1971

Educational Experience:

1969-1971 Master of Arts in Teaching English to Speakers of Other Languages, University of Michigan, Ann Arbor, MI 48109

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1967-1968 Sorbonne, Paris, Junior Year Abroad

Presentations

Writing across the Curriculum and the ESOL Student, TESOL, San Francisco, 1989
The Conversation Line and a Communicative Grammar Class, Mid-America TESOL, Iowa City, 1987

Publications

1990 Faculty Rights and Responsibilities, *TESOL Matters, 1* (1), pp. 2-3

Professional Organizations

Teachers of English to Speakers of Other Languages, Inc.
Mid-America Teachers of English to Speakers of Other Languages

References Available on Request

The Cover Letter

A cover letter should accompany your resume. It should be addressed to a particular person (if possible), identify the job you are applying for, and make reference to pertinent aspects of your resume. If you have had an informational interview, it should highlight the information you gathered and refer to the person interviewed.

The letter should be one page and follow appropriate business letter style.

1217 Rockwood
Cape Girardeau, MO 63701

March 30, 1993

Bureau of Foreign Experts
PO Box No. 300
Beijing, The People's Republic of China

Dear Sir:

I am writing in response to the announcement you placed in the March issue of the TESOL *Placement Bulletin* for personnel trained in the field of ESL and interested in teaching in China.

I have just completed my doctorate in linguistics at the University of Michigan. My area of specialization was second language acquisition. While at the University, I taught at the English Language Institute (ELI), where I developed the curriculum for the beginning levels (110/120). I also wrote materials and supervised and trained teachers. I have had experience teaching all skills and levels. I have also directed an English Language Institute in the Dominican Republic.

I have enclosed a copy of my resume for you to consider. My credentials are on file at the Career Planning and Placement office at the University of Michigan. I am willing to have them sent to you. Copies of my various publications are also available upon request.

I would appreciate it if you would send me further information about your programs, their needs, and how you see this position fulfilling those needs. It would also be helpful to know what type of person you are seeking for this position.

I look forward to hearing from you.

Sincerely,
Adelaide Heyde Parsons
Adelaide Heyde Parsons

The Fourth Step: The Job Interview

Many employers use screening interviews to find those candidates that seem to most closely fit their needs. Some of the interviews at a TESOL convention serve as screening interviews.

The interviewer is trying to select a small group of names to forward to the school or organization for later follow-up.

The screening interviewer may not probe as much as in the follow-up interview. This person may not have the sole responsibility for making the hiring decision and will most likely not be the supervisor for the announced position.

Since these interviews are short (usually 15-20 minutes), preparation, personality, and appearance count. You have limited time to sell confidence in your ability to do the job, so you need to be well prepared. If you do your homework before the interview, you increase your ability to take advantage of every minute. Put some effort into knowing about yourself, the employer, and the match between yourself and the job for which you are interviewing.

The Screening Interview

Find Out About Yourself

By the time you get to your interview, you should have already completed the first stages of the job search and be able to identify your goals, skills, interests, values, and qualifications. Don't expect interviewers to counsel you about future plans. They want to believe you know where you are headed.

Ask yourself these questions

- What do you do well? Adequately?
- What has your education and experience prepared you to do?
- What special skills do you have that match the job requirements?
- What skills are you interested in using for a job? Which ones are you not interested in using?
- What do you value in a job? Security? Mobility? Leisure time?
- What situations make you feel uncomfortable or frustrated?

Take advantage of local resources

Check out workshops on self-exploration at campus career counseling and placement offices or at community continuing education centers.

Take interest inventories and tests

Use available self-help tools such as Richard Bolles' book, *The Quick Job-Hunting Map.*

Talk to people who have jobs that interest you. Sort out their perceptions of your qualifications with them to expand your self-knowledge.

At a TESOL convention, share ideas with others who may be interviewing.

Find Out About Employers

Be knowledgeable about the employer with whom you are interviewing so that you can ask questions that reflect sincere interest in the organization. Use directories, employer literature, trade journals, TESOL professionals, and other interviewers. Ask people you know who work at the institution or live in the region. Research the employer just as when you write a school paper. As you do, consider whether your skills are needed and your career goals will be realized there.

Try to get answers to the following questions before the interview so that you don't waste the time. As you approach the screening interview, make a mental list of any additional questions that you might want to ask the interviewer.

Ask what services the institution offers

How many employees and students are there? What is the growth potential of the institution? How does it recruit students (if it is a private school)? Is the source of students diversified? Is expansion contemplated?

Find out what the employer's professional reputation is

- What is the supervisory staff like? Aggressive, progressive, competitive, humanistic?
- Is the program based on contracts that are subject to cancellation?
- Does it endorse TESOL's Core Standards for Language Programs?

Questions the Interviewer Might Ask

Although interviews differ in format and content, most interviewers have these basic concerns: Why you are interviewing; what you can do for the employer; what kind of person you are; your salary and benefits requirements.

Sometimes interviewers will probe these areas via questions like the ones below. In other cases, they may let you lead the conversation or get you talking about seeming unrelated areas. In any case, you will be well prepared

if you can articulate thoughtful answers to these concerns.

The "real" question: *Why are you interviewing for this position?*

The forms it may take

- What is it you really want?
- I'm going to describe four kinds of jobs. Which would you want?
- In what type of position are you most interested?
- Why do you think you might want to work for us?
- What do you know about us?
- What job would you choose if you were entirely free to do so?
- What job in our organization do you wish to work toward?
- What interests you about our institution?
- What do you know about the opportunities in the field of ESL/EFL?

The "real" question: *What can you do for us?*

The forms it may take

- What makes you think you are qualified to work for us?
- What jobs have you held? How did you get them and why did you leave?
- What have you learned from previous jobs you have held?
- Have you ever held a supervisory position?
- How much money were you ever responsible for?
- How many people have you fired and how did you do it?
- Show me some examples of your writing.
- Describe several professional problems you have had and how you solved them.
- What does "working with people" mean to you? Define "cooperation."
- Would you rather do a job, design it, evaluate it, or manage others doing it?
- Do you feel you received good training?
- What qualifications do you have that will help you be successful?
- How long do you expect to work? Do you like routine work and regular hours? How do you feel about overtime work?
- Are you willing to travel?
- What jobs have you enjoyed the least? The most? Why?
- What have you done that demonstrates initiative?

- What are your own special abilities?
- What courses did you like best in college? Least? Why?
- What percentage of your school expenses did you earn? How?
- Why did you decide to apply for this position?
- If you were starting over, what would you do differently?
- Are you interested in research?
- What are your professional plans?
- What are your major strengths and weaknesses?
- What are the disadvantages of the TESOL profession?
- Where do you see yourself in 5, 10, or 20 years?
- When can you start work?

The "real" question: *What kind of person are you?*

The forms it may take

- Name three people in public life you admire most. Why?
- What leaders in the field have you most admired? Why?
- Did you ever put your job on the line for something you believe in? What? Why?
- What do you want from a job?
- Why did you choose this profession?
- Do you prefer to work with others or by yourself?
- What kind of supervisor do you prefer?
- How did previous employers treat you? (Watch out for this one!)
- How do you spend your spare time? What have you read recently?
- What personal characteristics are necessary for success in this field?
- What types of people rub you the wrong way? How do you deal with them?
- Do you prefer any particular geographical locations?

The "real" question: *How much will you cost our institution?*

The forms it may take

- What are your salary requirements? (Try to give a range.)
- How much do you hope to earn at age 30, 40, 50?
- Do you have plans to acquire additional professional credentials? When? Where?

The screening interview helps you learn about the employer and decide whether or not you want to pursue the follow-up interview.

You want to find out why you are being interviewed, what the details of the position are, and what the employer can do to meet your needs. Think about what you need to know in order to weigh your interest in this job. Before the interview, try to find out why the position is open (including why the last person left) and as many details about the position as you can. If you can't get answers to the following questions before the interview, you may have time to ask a few of them.

- Who is the supervisor? Whom does the supervisor report to?
- Where does the position fit in in the program, and where does the program fit in the total organization?
- What is the overall objective of the program?
- How is the staff kept professionally current? What in-service training is provided?
- How is the program perceived in relation to other programs?
- What are the particular responsibilities of the position?
- What travel is involved?
- What is the history of layoffs? What are the causes? Is the hiring temporary or permanent?
- Are transfers within the institution and faculty exchanges possible?
- Is there possibility for initiative in developing new ideas?
- What is the logical advancement after this position?
- Are there opportunities for administrative positions?

Remember, the screening interview is as much for you as it is for the interviewer, so use your time wisely to help you decide whether you will proceed with the follow-up interview should it be offered.

The Follow-Up Interview

Once you have made it through the initial screening interview, you may be interviewed later by someone directly concerned with the potential job. If you had a screening interview at the TESOL Employment Clearinghouse, the follow-up interview may occur at the convention. It may also occur at the job site.

Be Prepared

Clarify beforehand any costs for a interview trip to the job site. You may have to pay for the trip yourself.

Anticipate a variety of interviewing structures on site. You may participate

in individual or group interviews with other employees or sequential interviews with a variety of personnel lasting one to several days.

Prepare for more in-depth questions. Use the knowledge you gained from the screening interviews to help you understand the institution, who fits where, what normal salary ranges are, and where you will fit in. Review the questions suggested for the screening interview and seek answers to questions you may still have.

Present yourself to reflect the confidence that you should rightly feel if you have prepared yourself well for the interview. Dress in the style that you feel the most conservative faction of the institution might choose. It is best to "err to the right" than to "err to the left". Most important, relax and be yourself.

Expect to discuss the salary at this stage. What is the present average salary for those in your classification with equal experience? This will help you determine a base for your own salary expectations. Is salary static or does it rise over the years, and what is your salary potential? Are there periodic salary reviews and by whom? Are there cost of living and merit pay increases?

Ask about benefits. What percentage of salary do they represent? Are there paid holidays, vacations, and sick days? Is time given for professional development activities such as attendance at a TESOL convention or local affiliate meeting? Does the employer pay for moving expenses?

Be prepared, if asked, to give a formal presentation or teach a class.

Find out more about the local environment. You may ask for the name of a current employee whom you can ask some questions. What is the climate like? Are there health and entertainment facilities available? Does the community satisfy needs for social and professional activities? What community activities are employees involved in? Is convenient housing at reasonable rates available? Is air, rail, and highway transportation accessible? What is the cost of living? Compare prices of staples such as milk and bread?

Leave the interview with a clear understanding of who will contact whom next and when. Confirm this in your thank-you letter (see correspondence suggestions under "Some Interviewing Dos and Don'ts").

Myths and Facts About Interviews

Myth: Interviewers always know how to interview.

Fact: Some do, some don't. Often they have no training in how to conduct interviews. They may be talkers, inquisitors, quiet or nervous. Some interviewers (especially at screening interviews) don't thoroughly understand job requirements at the professional level. Knowing this, be prepared for any situation. Put your advance preparation to work. Ask your own specific questions, demonstrating your knowledge of the field. Then relate your skills and experiences to the position and give the interviewer the information you want the employer to have. This is not always easy to do, but the more prepared you are, the more successful you will be.

Myth: All interviews are alike.

Fact: Each interview is different. Some will be formal, others low-keyed and relaxed. Some interviewers will ask a lot of questions while others will get all of their information from one question, such as "Tell me the most rewarding aspect of your last job."

You have to use your own judgment and intuition to determine what the interviewer's motive is. Remember that much of what happens in an interview establishes a vague perceptual element—the development of a sincere rapport that leaves the interviewer feeling confident about you as an applicant. If you find the interviewer spends a lot of time selling you the virtues of the program, state your understanding of the points while reconfirming your suitability for the job. Again, relax and respond with confidence.

Myth: Interviewers are always impressed by the same thing.

Fact: Interviewers have different priorities, depending upon the position they are trying to fill and their own subjective assessment of the needs of the institution. Research shows that interviewers base their decisions more often on what they see and hear from you rather than on what you actually say.

Again, dress professionally as though you were already on the job. If appropriate, a suit or sports jacket for men, a suit or jacket for women (easy on the jewelry and make-up!). During the interview, be aware of your non-verbal behavior. Try not to fidget, cover your mouth, slouch, or tap your feet. Keep your head up and look confident. Listen attentively, with your eyes as well as your ears.

At the same time, show that you are prepared for the interview. Be

informative, descriptive, and specific. Avoid simple yes/no answers and vague generalities. For example, if asked "Why do you think you might like to work for our program?" rather than simply saying, "Your program has a good reputation," show that you know the employer, that you know yourself, and that there is a good match between the employer and yourself. A more suitable answer would be:

> "Your program has a diversified student population, and your curriculum reflects current trends in teaching. I am seeking an employer who plans to grow and develop. The position we have discussed requires skills I have developed through my education and recent work experience. "

If the interviewer questions your accomplishments and asks about any weaknesses, be open and honest about how you have tried to improve those weaknesses. For example:

> "My use of computer-assisted language learning is limited, but I am currently taking a course in the use of computers in education in anticipation of its usefulness in the ESL class."

Some Interviewing Do's and Don'ts

Dust off Your Manners and Display Them

- Carry the name and address of your employer with you.
- Take an extra resume along in case yours is misplaced.
- Be on time. Give yourself a few extra minutes.
- Remember that the interview begins as soon as you enter the environment.
- Don't be a slouching Dr. Jekyll who becomes an alert Mr. Hyde during the interview and then creeps out of the office afterward.
- Be culturally aware.
- Carry along some reading material in case you have to wait.

Be Organized

Use your resume to help you fill out any required application forms. Keep a record of each of your interviews, noting your observations, and your interviewer's name and address. Ask for a business card and keep it on file after the job hunt.

Keep a notepad and pen handy for your own notes after the interview. List what you learned about the job, its good or bad aspects, and your general impression. Especially in a situation such as at the Employment Clearinghouse, where you may have multiple interviews, you will appreciate having these notes later as you reflect on the various interviews.

Have with you samples of lesson plans or materials you have prepared.

Be Ethical

Don't accept more than one job at a time. Seek advice from a career counselor or professional friend if you are concerned about how to handle two offers. If you are offered a job during an interview (rare), you are perfectly entitled to ask for some time to think it over.

Remember to Follow-Up With Correspondence

Keep up on your correspondence, making copies for your files so that you have a record of any communication with each potential employer. Edit your letters well and make them work for you. Send a thank-you note after each interview, reiterating your continued interest (or lack there of) in the position. Emphasize any relevant matching of your skills with the job or add a point you may have forgotten at the interview. Also send a thank-you note to anyone else you met during the interview. The thank-you note is a sincere way to express your gratitude for the interview, as well as a reminder of your interest. Confirm your acceptance or rejection with a letter. Even with a rejection, you never know if something else may come up.

Once you have accepted a position, contact all other interviewers with whom you are still "in the running." Reiterate your appreciation for their consideration, and, again, keep their names on file for future use.

Special note for those seeking employment at a TESOL Convention.

- Give yourself breaks between interviews. It will help you reflect on each interview and keep up your enthusiasm for the job search.
- Arrive 10-15 minutes ahead of time.
- Keep good notes. The pace at the convention can be confusing!

- Avoid talking in public places about your interviews. You never know who might overhear.
- Use the locator cards in the registration area to find out where individual interviewers are staying. If there is time, leave a quick follow-up thank-you note after your interview.

50 Questions Recruiters Commonly Ask

Frank Endicott has done a report on college recruiting, that includes a list of questions commonly asked. While these questions do not relate specifically to the field of TESOL, interviewers often ask them. If you can answer the following questions, you will be well prepared for any job interview.

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals, and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
3. What do you see yourself doing 5 years from now?
4. What do you really want to do in life?
5. What are your long-range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your professional career?
8. What do you expect to be earning in 5 years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experience prepared you for a career?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be a success?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a program like ours?
20. In what ways do you think you make a contribution to our program?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a superior and subordinates.
23. What two or three accomplishments have given you the most satisfaction? Why?

24. Describe your most rewarding college experience.
25. If you were hiring a person for this position, what qualities would you look for?
26. Why did you select your college or university?
27. What led you to choose your field of major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least? Why?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or university?
32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extracurricular activities?
35. In what kind of work environment are you most comfortable?
36. How do you work under pressure?
37. In what part-time work are you interested? Why?
38. How would you describe the ideal job for you?
39. Why did you decide to seek a position with this program?
40. What do you know about our program?
41. What two or three things are most important to you in your job?
42. Are you seeking employment in a program of a certain size? Why?
43. What criteria are you using to evaluate the program for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our organization is located?
49. What major problem have you encountered and how did you deal with it?
50. What have you learned from your mistakes?

Negative Factors That May Affect Hiring

The Northwestern Endicott Report also included the following list of factors, reported by 153 companies, that may affect hiring. Make yourself aware of these factors and try to avoid them.

1. Poor personal appearance.
2. Overbearing—overaggressive–conceited "superiority complex"—"know it all."
3. Inability to express him/herself clearly—poor voice, diction, grammar.
4. Lack of planning for career—no purpose and goals.
5. Lack of interest and enthusiasm—passive, indifferent.
6. Lack of confidence and poise—nervousness, ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money—interest only in best dollar.
9. Poor scholastic record—just got by.
10. Unwilling to start at the bottom—expects too much too soon.
11. Makes excuses—evasiveness—hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for schoolwork.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Sloppy application.
23. Merely shopping around.
24. Wants job only for short time.
25. Little sense of humor.
26. Lack of knowledge of field of specialization.
27. No interest in company or program.
28. Emphasis on who he/she knows.
29. Unwillingness to go where we send him/her.

30. Cynical.
31. Low moral standards.
32. Lazy.
33. Intolerant—strong prejudices.
34. Narrow interests.
35. No interest in community activities.
36. Inability to take criticism.
37. Lack of appreciation of the value of experience.
38. Radical ideas.
39. Late to interview without good reason.
40. Never heard of company.
41. Failure to express appreciation for interviewer's time.
42. Asks no questions about the job.
43. High-pressure type.
44. Indefinite responses to questions.

Pre-Employment Inquiry Guide for Applicants for Jobs in the United States*

Subject	Lawful Pre-Employment Inquiries	Unlawful Pre-Employment Inquiries
Name	Applicant's full name. Have you ever worked for this company under a different name? Is any additional information relative to a different name necessary to check work record? If yes, explain.	Original name of applicant whose name has been changed by court order or otherwise.
Address or Duration of Residence	How long a resident of this country or city?	
Birthplace		Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
Age	**Are you 18 years old or older?	How old are you? What is your date of birth?
Religion or Creed		Inquiry into an applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed. An applicant may not be told "This is a Catholic (Protestant, Jewish, etc.) organization."
Race or Color		Complexion or color of skin.
Photograph		Requirement that an applicant affix a photograph to an employment application form. Request an applicant, at his or her option, to submit a photograph. Requirement for photograph after interview but before hiring.
Height		Inquiry regarding applicant's height.
Weight		Inquiry regarding applicant's weight.
Marital Status		Requirement that an applicant provide any information regarding marital status or children. Are you single or married? Do you have any children? Is your spouse employed? What is your spouse's name?
Sex		Mr., Miss, or Mrs. or an inquiry regarding sex. Inquiry as to the ability to reproduce or advocacy of any form of birth control.

* Some organizations, especially businesses, may not consider an application that has reference to age, race, religion, or origin since they may be in danger of being accused of discriminating if they reject an applicant. The same can happen if a snapshot is enclosed.
**This question may be asked only for the purpose of determining whether applicants are of legal age for employment.

Health	Do you have any impairments, physical, mental, or medical, which would interfere with your ability to do the job for which you have applied? Inquiry into contagious or communicable diseases which may endanger others. If there are any positions for which you should not be considered or job duties you cannot perform because of a physical or mental handicap, please explain.	Do you have a disability or handicap? Have you ever been tested for the following diseases? Do you use any adaptive device or aid? Requirement that women be given pelvic examinations.
Citizenship	Are you a citizen of the United States? If not a citizen of the United States, does applicant intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States?	Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that an applicant produce naturalization papers or first papers. Whether an applicant's parents or spouse are naturalized or native born citizens of the United States; the date when such parent or spouse acquired citizenship. Inquiry into how applicant acquired ability to read, write, speak a foreign language.
Education	Inquiry into the academic, vocational, or professional education of an applicant and the public and private schools attended.	
Experience	Inquiry into work experience. Inquiry into countries applicant has visited.	
Arrests	Have you ever been convicted of a crime? If so when, where, and what was the nature of offense? Are there any felony charges pending against you?	Inquiry regarding arrests.
Relatives	Names of applicant's relatives, other than a spouse, already employed by this company.	Address of any relative of applicant, other than address (within the United States) of applicant's father and mother, husband or wife and minor dependent children.
In Case of Emergency	Name and address of person to be notified in case of accident or emergency.	Name and address of nearest relative to be notified in case of accident or emergency.
Military Experience	Inquiry into an applicant's military experience in the Armed Forces of the United States or in a State Militia. Inquiry into applicant's service in particular branch of the United States Army, Navy, etc.	Inquiry into an applicant's general military experience.
Organizations	Inquiry into the organizations of which an applicant is a member, excluding organization's name or character of which indicates the race, color, religion, national origin or ancestry of its members	List all clubs, societies, and lodges to which you belong.
References	Who suggested that you apply for a position here?	

The Fifth Step: The Job Acceptance

The phone call comes and you are offered a position. What will you do?

Consider the Offer

First it is appropriate for you to ask for a few days (up to a week) to consider the offer. Now is the time to review your notes, consider all aspects of the position, and ask additional questions. As you consider whether to accept the position, first think about the following in relation to your own needs:

- The salary and benefits offered.
- The cost of living in the area (if you haven't already), including the cost of food, housing, and clothing.
- The cost of relocation to you if the employer is not paying for it. The local newspaper and Chamber of Commerce (in the U.S.) helpful.
- Opportunities for professional development (availability of a TESOL affiliate, access to a local university for coursework, support for attendance at professional conferences, possibility for teacher exchange).
- Compatibility with your goals and values, and with the work environment (colleagues, supervisors, the program's philosophy, etc.). This factor is essential for a satisfying professional work experience.
- The location, size, and type of program.
- The advantages of this position compared to other jobs you are still considering.
- Other factors important to you in finding a suitable position.

If any of these factors cause you discomfort, then the position may not be the best one for you. The fear of not getting a job often leads people to accept an unsuitable position. They may then find themselves looking for another job in a year or less.

Negotiate Your Salary and Benefits

During salary negotiations, it is your responsibility to provide information to support your case for higher rank and salary. To do this you need to know what others in the program with similar qualifications are earning. Also, you should request information about the process of promotion, annual review of work, and employee retention rates. Knowing this, you can establish a reasonable base.

Other aspects to negotiate are moving costs for self (and family), travel expenses to the job, teaching load and responsibilities, benefits, and cost-of-living support (if the job is outside the U.S.). These are generally negotiated orally and confirmed in writing. If the employer does not provide a written agreement, it is appropriate for you to write a letter indicating your understanding and return it with your contract.

Consider Other Positions

If you have other positions pending, it is appropriate at this time to contact the head of the search committee at the other institution and request an update on the status of your application and when a decision might be made. You can question the terms of a contract if it were to be offered in order to compare it with your first offer. You can also say that you have been offered another position and must make a decision by a certain date.

Whether you accept the first offer or turn it down, you should notify all other potential employers. Do not accept a job and then turn it down later for a better offer. It is better to reject an offer that does not meet your expectations than to leave in the lurch an employer who has gone through an extensive search process. It will hurt your professional reputation and also those who may have recommended you.

If you are really unsure about accepting a position, consult your friends, support group, faculty, and family at this point. Remember, if you have done your homework and identified your interests and skills early on, you will find the job that suits you best!

Tips for The First Year on The Job

Do's and Don'ts to Help Get You Through the First Year on the Job

Do:

1. Arrive several weeks in advance to locate housing and settle into your new community. Ask about local assistance. New colleagues may be able to help.
2. Dress professionally. Watch how colleagues dress and follow the code.
3. Be prompt in beginning and ending classes if you have a teaching position. Clean the blackboard and rearrange seats in normal patterns. Colleagues will be appreciative.
4. Set office hours and keep them. Arrange your time in consideration of colleagues' and students' schedules. Newest employees may need to be most flexible in choosing office hours.
5. Prepare for classes well, give students syllabi, and explain clearly what you expect. Review students' progress periodically.
6. Make note of the program's resources and use them judiciously.
7. Attend functions for new faculty and staff. These offer opportunities to network with the broader education community.
8. Attend program functions, especially those that feature interaction with colleagues and students. Become part of the activities by offering to assist with arrangements.
9. Follow the chain of command in making requests. Treat support staff with respect.
10. Plan to remain on the job several years. Employers do not generally like to hire people who move frequently.

Don't:

1. Talk about other job offers, previous employers, working conditions elsewhere, or current colleagues.
2. Begin to search openly or immediately for another job if the job does not meet your initial expectations.
3. Leave the job in the middle of an academic year for another position.

Appendices and References

Strategies for Re-Entering the U.S. Job Market

EFL professionals working in positions outside the U.S. may face significant obstacles when they decide to return and find employment in the U.S. They have to decide when to leave, where to resettle, and how to find a job, all from thousands of miles away. They must do this while trying to maintain a minimum of disruption to themselves, their families, and their financial stability.

Many of these professionals who have returned to the U.S. and been unsuccessful in the job search return to their expatriate lifestyles. Others, anticipating the difficulties, decide to stay where they are and not even try to leave.

The following suggestions are based upon the experiences of those who have been successful at finding positions from afar. They offer a strategy for success that should prove helpful for the EFL professional who wants to re-enter the U.S. job market.

Timelines—Preparation for Re-Entry of EFL Professionals

by John Avery, Green River Community College, Auburn, Washington

Things you can do when there is more than one year to plan

- Reevaluate your goals, test your personality type, read books e.g. *What Color is Your Parachute?*
- Clarify your goals. Set a plan and write down objectives to accomplish. Give yourself deadlines.
- Take retraining courses to bolster your confidence. Read to be informed about the field. Know the current terminology. Don't look for just a potential job. Look at advancing your career.
- Look for opportunities to teach in your chosen area during breaks.
- Get to know colleagues in the area to get advice on the job market.
- Join the local TESOL affiliate and other similar groups. Get their newsletter to gain a sense of the area. Check to see if there is a job service, or job phone line or job listing online. If so, subscribe or find a way to connect.
- Go to affiliate conferences and make contacts. Ask about job possibilities.

Things you can do when there is up to one year to plan.

- Investigate the community.
- Examine job market.
- Focus your vision. Decide on a specific job market. Don't just apply to everything all over the country.
- Join local groups such as the TESOL affiliate in the area.
- Join non-professional groups. Make friends and contacts.
- Establish a database and standard letters, such as a letter of inquiry, a letter requesting a visit to talk about the field in their area, and various thank you letters.
- Establish access to a fax line. Know this number and be ready to give it when requested.
- Subscribe or share a subscription to the *Chronicle of Higher Education* or other resources.

After you get back in the U.S.

- Give yourself time to find a job. Many professionals have given up after a quick three months.
- Establish your baseline. What job will you take at a certain date? Prepare different scenarios.
- Have a long term goal and visualize steps to get there. Be proactive. Plan and counter-plan.

After you get a job (especially if it isn't the dream job.)

- Keep up contacts. Make professional contacts that can keep you informed of possibilities.
- Stay informed of changes in the field.
- Stay involved in your local organizations. Show your committment to the profession.
- Establish the habit of checking on current resources. Many colleges, school districts, and placement offices have free job listings. Contact them regularly.

List of Resources Useful to the Job Search for the Repatriate

by John Avery

American Universities and Colleges, 14th Edition. American Council on Education. Walter de Gruyter, New York. 1983.

A listing of four-year colleges and universities with an informative introduction listing, among other things, the state outlays for higher education, the number of foreign students by state, and U.S. institutions with more than 1,000 foreign students. The overview of each school is extensive and also includes information on foreign students. Available in most libraries.

American Community Technical and Junior Colleges, 9th Edition.American Council on Education. Macmillan, New York. 1982.

A listing and overview of two-year institutions. Available in most libraries.

Member Profiles. American Association of Intensive English Programs. 1992.

A self-monitoring organization that has established guidelines for intensive ESL programs in the U.S. It is a useful source of information to teachers researching intensive programs. Contact for the 1992 Edition - Connie Hammerle, AAIEP President c/o ASPECT International Language School, Lincoln University, 26 Third St., San Francisco, CA 94103.

Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994. Helen Kornblum with Ellen Garshick. TESOL Publications, Alexandria, VA, 1992.

A list of professional preparation programsin the U.S. Use it to find out what to expect in terms of the number of graduates being produced in a given area to determine if there is a saturated market. This directory also lists state certification requirements for the public schools as well as other standards and guidelines. Write TESOL Publications, TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.

Institutions and Individuals in International Educational Exchange 1993-1994. NAFSA Directory.

An overview of NAFSA: Association of International Educators, and its publications, mission, Code of Ethics, governance, and members. Informative for those in a field related to ESL. Write to Publications Order Desk, NAFSA: Association of International Educators, 1875 Connecticut Avenue, NW, Suite 1000, Washington, DC 20009-5728.

English Language and Orientation Programs in the United States. Institute Of International Education. New York. Published annually.

Lists over 1,000 ESL offerings in US accredited higher educational institutions, U.S. private secondary schools, and U.S. language schools. Write IIE Books, Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.

Open Doors, 1992-1993: Report on International Educational Exchange. Institute Of International Education. New York.

Published annually. A statistical warehouse of information on international student populations in the U.S. It is a very useful sourcebook on trends in locations for internationals and is useful to a repatriates. Write IIE Books, Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.

Olsen, Roger E W-B. *Enrollment Statistics of LEP Students.*

TESOL Publications. A short list of LEP enrollments in K-12 and Adult ESL programs in the U.S. Available from TESOL.

Location Decision Matrix

by John Avery

Factors	Range of Value Assigned. You choose 0 or 100	Choice #1 _____	Choice #2 _____	Choice #3 _____
No Choice—Personal ties dictate this location. If 100, got to job search options and directions.				
Personal Ties. If personal ties are not absolute,how important are they? Assign a number to each location.				
Location desirability. Is it the kind of place culturally and environmentally that you wish to live in?				
Regional Climate. Can you live with this climate? Do you love the climate? Is your health a factor? How important is climate to you?				
Teaching Job Availibility Index. Positive or Negative – See data on trends of growth in *Open Doors* and *TESOL Matters*. It may be the coolest place on Earth, but if the number of ESL students is dwindling or static, then it will be more difficult to find work.				
Subtotals				

Quality of teaching jobs available. Range from part-time with no benefits to full time tenured positions with options for advancement.	
Supply of the competition. This can be a negative number. If there is a natural attraction for ESL instructors or a number of graduate schools in the area, it decreases your chances.	
Lateral (related) job options availability.	
Change of teaching level options availability.	
Retraining Options. Will you have options if a teaching job doesn't work out?	
Option 1	
Option 2	
Option 3	
Other Factors	
Totals	

Job Search Matrix and Checklist—Factors to consider

by John Avery

Factors	**Pre-Planning.** What infromation or contacts do you need to establish for this factor?	Contact Target Date	Contact Confirmed	Contact Made	**Follow-up.** Write thank you notes and persue the leads fromthis contact.
Part time teaching options before repatriation (Summer)					
Prime Contacts or Locations #1					
Prime Contacts or Locations #2					
Professional Advice to seek in the area #2					
Other Friends to Contact 2					
Friends of friends 1					
Friends of friends 2					
Retraining/Updating Options 1					
Retraining/Updating Options 2					
Other					
71					

The ESL Professional

Desired Characteristics for Various Positions

Adapted from an article by Martha Pennington, NAFSA Newsletter, October, 1990.

A career in TESOL (Teaching English to Speakers of Other Languages) offers many opportunities in a variety of job positions. While ESL/EFL professionals in these positions share a variety of general characteristics, they are also expected to demonstrate certain specialized skills which develop through experience in the field. The person considering the field of TESOL can benefit by knowing the desired characteristics of professionals in the various positions and the possibilities for career development.

Characteristics. As a basic requirement, the ESL/EFL professional has specialized training in the field of TESOL, usually at a graduate degree level. The competence of the ESL/EFL professional developed through such specialized training includes the following elements:

- the nature and variety (social, regional, functional) of language in general and the English language in particular;
- the interaction of language and culture;
- the nature of second language acquisition; and
- principles and practices of language teaching.

In addition, the ESL/EFL professional has studied a foreign language, has had experience living or traveling in international settings, and demonstrates certain personal characteristics, as follows:

- confidence and leadership;
- maturity and flexibility of outlook;
- sensitivity to individual differences and needs;
- cross-cultural knowledge and experience;
- awareness of other areas related to foreign student affairs (e.g., immigration policies); and
- interest in continuing professional development and ability to foster this same interest in those under supervision (i.e., students, teachers, or other staff members).

Specialized Skills. ESL/EFL professionals are also expected to demonstrate certain specialized skills relating to their particular jobs. Most professionals begin their careers as teachers.

Teacher. An ESL/EFL teacher should maintain up-to-date knowledge and a high level of skill in these areas:

- classroom presentation and management skills;
- lesson planning and course design;
- ESL methods and materials;
- English language phonology, lexicon, syntax, and pragmatics; and
- methods of assessing student performance.

As in the case of the other ESL professionals with whom they work, teachers must be able to communicate skillfully in face-to-face interaction and in writing with:

- people of different cultures; and
- people at different levels within and outside the organization, including curriculum specialists, teachers, students, and administrative staff members.

Curriculum Coordinator/Supervisor. Many professionals, after years of experience in the field, may become involved in curriculum coordination and supervision of other teachers. In addition to possessing the skills of the classroom teacher, the coordinator/supervisor must maintain a high level of skill in other professional areas:

Continued

- development and review of ESL curriculum, methods, and materials;
- group process for conducting meetings with students and teachers;
- testing, placement, and evaluation of student progress;
- hiring, orientation, training, observation, and evaluation of teachers; and
- collection, management, and dissemination of information on program initiatives, educational resources, and trends in the field.

Since a major part of the job involves interacting with others, the coordinator/supervisor should demonstrate effective oral and written communication with

- people of different cultures; and
- people at different levels within and outside the program, including curriculum specialists, students, sponsors, teachers, and administrative staff.

Program Director. It is expected that the ESL/EFL program director has had more extensive experience as a teacher/coordinator/supervisor, etc. In addition to the skills developed in those positions, the director must have knowledge and skill in the following professional areas:

- implementing ethical practices in student recruitment and disseminating accurate information about program services;
- managing budget, personnel, information, and procedures;
- implementing fair practices in hiring and evaluation;
- fostering professional development of teachers and staff;
- developing and evaluating ESL curriculum, methods, and materials; and
- administering a reliable and valid process for testing and placement of students.

The effective program director will also be a skilled communicator, demonstrating effective oral and written communication with

- people of different cultures; and
- people at different levels within and outside the program, including higher level authorities, sponsors, students, teachers and administrative staff members, teacher trainers, community members, professional organizations, other colleagues associated with international education, and interest groups whose mission impacts on the program or the field at large.

In addition to the positions described above, a career in TESOL offers opportunities in other specific areas: writing materials, developing and working with computer-assisted language learning and video, carrying out language research, and doing teacher training, among others. The field of TESOL can offer a lifetime of professional development in a vital and growing field of education.

from TESOL: Making A Career Choice

Qualifications and Opportunities for Teachers of ESL/EFL

Teaching English as a second or foreign language offers varied employment opportunities both inside and outside the United States, but available opportunities depend on a person's qualifications.

Qualifications

Bachelor's Degree: A bachelor's degree is the minimal qualification for employment, and is normally a pre-requisite for entry into professional TESL/TEFL program including CTEFLA (Certificate for Teaching English as a Foreign Language to Adults) program. In many countries, it is impossible to obtain a work permit for an ESL/EFL teaching position without an BA/BS degree. Professional training beyond a bachelor's degree is strongly suggested and usually required. An acceptable education program for teachers of ESL/EFL includes courses covering the English language (phonology, semantics, syntax, sociolinguistics), pedagogy (methodology, second language testing and assessmemt, practice teaching), language acquisition, and the learning of another language and its cultural system.

State Certification: ESL teacher certification or endorsement is required for teaching ESL at the elementary and secondary levels in public schools in most states in the U.S. Certification requirements can be obtained from state departments of education. Required courses are offered through university teacher training programs. Credentials are usually reciprocal from state to state. TESOL's *Directory of Professional Preparation Programs in TESOL in the United States* lists state certification/endorsement licensure requirements as of Spring 1994. It also lists over 200 university programs that lead toa public school teaching certification.

Certificates from U.S. Universities: A certificate is usually 18-21 college graduate credits and is offered by many universities with teacher training programs. A quality program includes some supervised practiced teaching. A person holding a U.S. certificate is considered competent to teach in adult education programs, private English language programs, and some community colleges. The U.S. certificate is also adequate for some positions outside the U.S..

Certificates for Teaching English as a Foreign Language to Adults (CTEFLA): A variety of short-term (from 4 weeks to 3 months) certificates are offered (RSA, Trinity for example). The RSA Certificate in TEFLA is available in many countries. The Trinity Certificate is available mainly in the United Kingdom. A few schools that offer the RSA/Cambridge CTEFLA and other similar short-term training programs are now appearing in the U.S.

Master's Degree: Master's degrees in Teaching English to Speakers of Other Languages (TESOL) are offered by many U.S. universities. Master's degrees may have different names: MEd in TESOL, MA or MS in Linguistics, MA in English with an emphasis in TESOL, MAT in ESL. Master's degrees usually require 30-36 hours of credit depending on whether a thesis is an option. A quality program includes some supervised practice teaching.

A professional with a master's degree, in addition to classroom teaching experience, will be prepared to develop curriculum, administer programs, and write materials.

U.S. and Canadian universities offering certificate, master's, and PhD programs are listed in TESOL's *Directory of Professional Preparation Programs in TESOL in the United States, 1995-1997.*

Continued

Opportunities

Outside the U.S.: Those with no experience and/or training will find it difficult to find teaching positions due to 1) school's understanding of the need for well trained and qualified teachers, 2) the worldwide recession, and 3) the great number of trained professionals in the market. Pay scales tend to be low for untrained people. Entry level positions are most easily obtained from within the country of choice.

Native speakers of English can sometimes obtain tutoring positions and free-lance teaching in countries where English is not the first language. However, it can be difficult to earn a living with this approach. Also, more and more countries, particularly those in western Europe, have restrictive employment policies and visa policies.

Experienced, trained teachers are more and more in demand. Those with minimal training (CTEFLA or U.S. Certificate) may be considered for classroom teaching positions. Those with a master's degree will be more competitive on the job market. Salaries will be higher, with benefits and travel support. Many organizations, including TESOL's Placement Service, offer information on opportunities for teaching abroad.

Inside the U.S.: There is a need in elementary and secondary schools in regions where immigrants and refugees have affected local communities. School districts in southern California, Florida, Texas, New York, Chicago, and other urban areas need trained ESL teachers.

In most states, ESL teachers in public school systems are now required to have ESL certification or endorsement. information about certification must be obtained from each state. Public school teaching (K-12) provides the most opportunity for teaching, and offers the most secure employment conditions in the U.S.. In many states where emphasis is on bilingual education, appropriate training is required.

Due to the saturation of the market with qualified teachers, the need in adult education programs and in higher education is less, and job opportunities are competitive. Adult education programs may be run through public school system or through state run community-based programs. Some states require state certification for teaching in adult education programs. In other states, a U.S. certificate in TESOL or a master's degree may be required.

In higher education, opportunities exist in community colleges, universities, and intensive language institutes. There are also several proprietary English language chains throughout the country. For these positions, a master's degree is usually necessary. In many locations, more part-time than full-time positions are available. Teaching experience outside one's country is often a great advantage in seeking employment in higher education in the U.S.. Teachers who have lived nd taught outside the U.S. have a better understanding of international students studying higher education in the U.S..

Becoming a Professional

Teaching English as a second or foreign language is a field that has developed greatly in the past 25 years. For someone interested in working with people from other cultures and language backgrounds, with knowledge about the English language and a commitment to teaching, teaching ESL or EFL can be a rewarding career.

Experienced teachers enhance their careers by developing materials, administering programs, and contributing to the profession. They may advance academically by pursuing a PhD degree, getting involved in language research, presenting papers at conferences and seminars, and writing for professional publications. Joining TESOL and the over 18,500 members it represents, or joining one of 80 local or regional affiliates, can put the ESL professional in touch with the larger profession around the world. ✿

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
ERIC Digest

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List

Prepared by the Teachers of English to Speakers of Other Languages (TESOL)
Alexandria, VA

February 1992
EDO-FL-91-06

Teaching English as a foreign language (EFL) offers varied employment possibilities. For people wishing to live in another country for a period of time, there are teaching opportunities outside the United States. This Digest provides information on where to look for EFL teaching opportunities abroad.

Considerations in Teaching EFL Outside of the United States

- English language education, like science or mathematics education, is a discipline, and the ability to speak English does not necessarily qualify a person to teach it as a foreign language.
- One should have at least an undergraduate degree, preferably in a foreign language, English, or a related field. It is also helpful (and in some cases necessary) to have some classroom teaching experience and graduate coursework.
- Every summer, Teachers of English to Speakers of Other Languages (TESOL) sponsors a summer institute at a university where leading educators offer intensive three or six week courses to newcomers in the field, and where participants can obtain graduate credit.
- Native English speakers can often obtain freelance tutoring positions in countries where English is not the first language. However, it can be difficult to make enough money to live on, especially in large cities.
- Native English speakers are sometimes hired at language schools, even though they do not possess teaching qualifications or credentials in the field of English language teaching. However, salaries may be low.

Qualifications and Salaries in Various Parts of the World

Qualifications and salaries depend on the country and the type of institution in which an individual obtains a teaching position. Some basic information is provided below.

Africa. TEFL and related qualifications are prerequisites for teaching at the university level; requirements for teaching experience depend on the particular institution or country. The demand is great for instructors who are qualified to teach English for academic purposes and technical and business English, as well as for specialists in curriculum design, teacher training, material development, and administration. Salaries are modest and vary according to the type of teaching institution.

Asia. There is a continuing need for EFL teachers, especially in China and Japan. Teaching opportunities also exist in Malaysia, Singapore, Hong Kong, and Sri Lanka. An M.A. in TEFL is preferred. Salaries and benefits can vary greatly within a single nation.

Latin America. Government regulations dictate employment terms for foreign language teaching professionals. Preference is given to teachers with TEFL qualifications, with the highest demand for instructors who have the ability to teach all four language skills. Salaries are reported to be low. Major employers are USIA-sponsored binational centers, especially in universities in Peru and Mexico.

Middle East. The Middle East is a major employer of EFL instructors. Salaries tend to be high and benefits are excellent. TEFL credentials are preferred, but an M.A. or PhD in English, linguistics, or literature suffices. Instructors are usually required to have substantial international teaching experience, and must be able to teach English for special or academic purposes.

Europe. The employment situation for EFL teachers in Europe, with the exceptions of Spain and Portugal, is limited because high unemployment rates render it difficult for Americans to get work permits. Master's degrees in TEFL or other EFL qualifications are generally prerequisites. Salaries and benefits are diverse (Gonzalez & Schott, 1987).

General Information Sources on Teaching English Abroad

TESOL publishes a placement bulletin six times a year that features job notices, and offers employment information to individuals interested in teaching outside of the United States. TESOL also holds an employment clearinghouse at its annual international convention. Contact TESOL to subscribe to the bulletin and to find out when the next regional TESOL conference will be held in your area. Conference attendance may also put newcomers in contact with individuals in the field who may be able to direct them to job leads in another country. Contact TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751, (703) 836-0774.

International Employment Hotline ($28/yr) is a monthly newsletter that publishes information on overseas employment, including information on teaching positions. For information, write Cantrell Corp., P.O. Box 6170, McLean, VA 22106.

ELS International recruits EFL teachers for its overseas programs. For more information contact ELS International, 5761 Buckingham Pkwy., Culver City, CA 90230, (800) 468-8978 outside California, or (213) 642-4618.

American Language Academy has several schools in Venezuela. For more information, contact American Language Academy, 11426 Rockville Pk., Suite 200, Rockville, MD 20852 (301) 984-3400.

Peace Corps. Teaching positions are available in elementary, secondary, normal, or vocational schools and universities, and no teaching experience is required. For more information, contact: Peace Corps Recruiting Office, Recruitment Resources, 1990 K Street, NW, Washington, DC 20526, (800) 424-8580 or (202) 606-3387.

Teaching in International Schools

Opportunities for teaching and coordinating EFL at the elementary/secondary level exist in international and American schools in more than 300 countries throughout the world. Most schools are accredited, which not only ensures good quality education, but also allows teachers to return to employment in the United States with recognized teaching experience.

The qualifications needed for all accredited international schools are, at least, a BA/BS degree and valid teaching certification from a state education authority in a minimum of one subject area. Many schools also require two years of teaching experience.

In addition to the sources listed above, specific information on teaching opportunities in international schools can be obtained from the following sources:

Department of State, Office of Overseas Schools will provide information on overseas American-sponsored elementary and secondary schools. For more information, write A/OS, R245, SA-29, U.S. Dept. of State, Washington, DC 20520-2902, (703) 875-7800.

Department of Defense Schools (DoDDS) hire a number of EFL staff for their schools in various parts of the world. Although the clientele is American military, there is a need to provide special services to children entering the schools speaking a language other than English. For information, write or call DoDDS, 2461 Eisenhower Ave., Alexandria, VA, 22331, (202) 325-0885.

ARAMCO or the Arabian American Oil Co. (Foreign Service Employment) places qualified teachers in Saudi Arabia. ARAMCO, P.O. Box 4530, Houston, TX 77210, (713) 432-4014.

International Schools Services, Inc. (ISS) is a non-profit organization that recruits teachers in the United States to match educational openings abroad. ISS holds an annual conference where recruiters interview applicants. There is a registration fee for participation in the conference and a placement fee ($600 in 1990) that is paid either by the individual or the school. For more information on ISS, call (609) 452-0990 or write ISS, P.O. Box 5910, Princeton, NJ 08543.

American International School. For information on teaching opportunities outside of the United States, send a stamped, self-addressed envelope to: American International School, EISN, P.O. Box 662, Newton, MA 02161-0002.

University of Northern Iowa (UNI), Overseas Placement Service for Educators sponsors an annual recruiting fair. UNI's fair provides prospective candidates with an opportunity to interview with representatives from more than 60 international schools. Typically, one third of the applicants find jobs at the fair. There is a fee of $60 ($100 for teaching couples). UNI also provides periodic vacancy newsletters for all registrants ($35 if not registered), December through August. UNI Overseas Placement Service for Educators, Student Services Center, Rm 19, Cedar Falls, IA, 50614-0390, (319) 273-2083.

National Teacher Placement Bureaus of America operates a number of recruiting services each year. Registration and placement fees are about 6 1/2 % of the first year's salary. National Teacher Placement Bureaus of America, P.O. Box 09027, 4190 Pearl Rd., Cleveland, OH 44109, (216) 741-3771.

The following is a list of other fairs or agencies:

- Educational Career Services, 405 Hilgard Ave., Los Angeles, CA 90024, (213) 825-2981.
- Association of American Schools in South America, Inc., FIU-Bay Vista Campus, Biscayne Blvd. at 151 St., N. Miami, FL 32611.
- Field Services, Edinboro University, Edinboro, PA 16444, (814) 732-2804.
- The International Educator's Institute, PO Box 103, West Bridgewater, MA 02379, (508) 580-1880.

Additional Sources of Overseas Teaching Information

Many countries recruit educators through their embassies in Washington, DC. It may be worthwhile to contact the educational officer of the foreign embassy or to write directly to the Ministry of Education in a particular country.

Other possibilities for procuring teaching positions abroad include the following:

Teacher Exchanges

- Teacher's Fulbright Exchange, 301 4th St., SW, Rm 353, Washington, DC 20547, (202) 485-2555.

Teaching Assistantships/Fellowships

- Institute of International Education, 1400 K Street., NW, Suite 650, Washington, DC 20005, (202) 898-0600.
- Institute of International Education, 809 United Nations Plaza, New York, NY 10017, (212) 883-8200.
- United States Information Agency (USIA), Staff Office of Personnel and Training, 301 4th St., SW, Washington, DC 20547, (202) 619-4659.

International Corporation Programs

- Exxon Corp., ECI Recruiting Office, 200 Park Ave., Florham Park, NJ 07932 (201) 765-7000.
- Northrop Aircraft-Saudi Arabia Manager, English Language Training, Northrop (137), APO New York, NY 09616.
- Transcentury Corporation (for African universities), Placement and Recruitment, 1724 Kalorama Rd., NW, Washington, DC 20009, (202) 328-4411.

For United States Territories

- Director of Education, Department of Education American Samoa: Pago Pago, American Samoa 96920.
- Assistant Superintendent, Personnel Department of Education, Government of Guam, Agana, Guam 96910.
- Personnel Officer, Office of High Commissioner, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950.
- Secretary of Education, Department of Education, Hato Rey, Puerto Rico 00900.
- Commissioner of Education, Dept. of Education, Charlotte Amalie, St. Thomas, Virgin Islands 00801.

Religious Schools

- United Church Board for World Ministries, Overseas Personnel Office, New York, NY 10027.

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This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062010. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

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